

**DEMOCRACY PREP
CHARTER SCHOOL
RENEWAL REPORT**

OCTOBER 2010

Part 1: Executive Summary

School Overview and History:

Democracy Prep Charter School (DPCS) is a middle/high school serving approximately 450 students from grade 6 through grade 10 in the 2010-2011 school year.¹ The school opened in 2006 with grade 6. It has plans to grow to serve students grades 6 through 12.² The middle school is currently housed in P.S. 197 located at 2230 5th Avenue in Manhattan. The High School is located in a private facility at 207 West 133rd Street in Manhattan. The student body is 6.5% English language learners and 10.2% special education students.³

The school has a significant waitlist and has experienced low student attrition during the charter period. In 2006-2007, the waitlist for DPCS was 450% percent of available seats. In 2007-2008, the waitlist was 700% of available seats, and, in 2008-2009, the waitlist was 1,250% of available seats. In 2006-2007, the student attrition rate for DPCS was 11.1%, in 2007-2008, the student attrition rate was 10.6% and in 2008-2009, 9.3% of students left the school. For reference, the District 5 student mobility rate in 2005-2006 was 35%.⁴

The school earned an A on its progress report in 2009-2010, an A in 2008-2009, and an A in 2007-2008. The average attendance rate for the school year 2009 - 2010 was 98.7%.⁵ The school is in good standing with state and federal accountability.⁶

Renewal Review Process Overview:

The NYC DOE Charter Schools Office conducted a thorough review of this school's Retrospective Renewal Report; annual reporting documents; surveys; student achievement data; and state, local and federal accountability metrics, as well as a detailed audit of the school's finance, operations and governance practices. In addition, the CSO conducted a detailed site visit on the following dates: May 26 and 27, 2010.

The following experts participated in the review of this school:

- Aaron Listhaus, Chief Academic Officer, Charter Schools Office, NYC DOE
- Aamir Raza, Director of Oversight and Policy, Charter Schools Office, NYC DOE
- Nathaniel Horton, Associate Director New School Development, NYC DOE
- David Vasquez, Principal Urban Assembly Bronx, NYC DOE

Renewal Recommendation:

NYC DOE CSO recommends that the State Board of Regents approve the application for renewal of the Democracy Prep Charter School for a period of 5 years consistent with the terms of the renewal application.

The NYC DOE CSO has found Democracy Prep Charter School to be an academically successful school that is organizationally viable and in compliance with applicable laws and regulations pertaining to its current charter. Based on the findings delineated below, Democracy Prep Charter School is an educationally and fiscally sound organization, is likely to improve

¹ NYC DOE ATS system

² NYC DOE ATS system and charter agreement

³ NYC DOE ATS system

⁴ The school's retrospective report

⁵ NYC DOE School Progress Report. This document is posted on the NYC DOE website at <http://www.schools.nyc.gov> and is also included in Part 7 of this report.

⁶ New York State Education Department - www.nysed.gov

student learning and achievement, and meets the requirements of the Charter Schools Act and applicable law.

Part 2: Findings

What the school does well:

- The school supports a coherent strength-based approach to classroom instruction and behavioral expectations to ensure a safe and consistent environment that supports student learning.
 - Classroom systems, rituals, and routines are well-established and consistent throughout the schools. For example, all classes begin with a silent “Do Now” assignment, setting a focused and productive tone for the class.
 - Classroom routines and expectations, such as the expectations for answering questions, are explicitly and consistently reinforced.
 - Teacher/school expectations for student transitions are explicit. Passing between classes is silent, and teachers monitor students’ behavior.
 - Teachers speak respectfully to students when correcting their behavior; students do not react with embarrassment or anger.
 - As a whole, the school is committed to reinforcing positive behavior and acknowledging student achievement.

- The school effectively uses data, and supports all teachers in providing rigorous, standards-based instruction that meets the individual needs of all students.
 - The school focuses on reinforcing key academic and organizational skills across all content areas and promotes high levels of rigor and student achievement.
 - All teachers are responsible for teaching and reinforcing key academic skills, including critical reading, writing, and grammar.
 - Both academic classes and advisory classes spend dedicated time explicitly teaching organizational strategies that will help prepare students for success. Students are taught the tools of note-taking, highlighting, and writing in different formats.

- The school is committed to recruiting and serving the needs of all students in the community.
 - The school has a policy of accepting students in all grade levels; the school fills every available seat as students discharge and leave the school.
 - The school actively recruits special education students and works to serve their needs through differentiated instruction including small group instruction, pull-out and push-in, and targeted lessons.

- All members of the school community including teachers, students, parents, and staff, express great satisfaction with the school. The school fosters strong communications amongst all members of the community.
 - The school communicates frequently with families and emphasizes sharing extensive data about students’ academic and behavioral performance so that teachers and parents can partner more effectively to help students.
 - Information is shared with parents via text message, email, automated calling, and/or letters home. Teachers call home to communicate both misbehavior and positive achievement/improvement.
 - Weekly report cards are sent home that detail student achievement data from every class.
 - The school staff collaborates frequently to ensure that high quality instruction is promoted throughout the school and that all members of the community are meeting their individual and collective goals.
 - Teacher and student retention rates are high. Likewise, parent and community survey responses indicate strong satisfaction.

- The school's Board of Trustees has functioned effectively in furthering the school's mission and vision, and maintains sound finances and internal controls.
 - The school continues to maintain an appropriate degree of segregation of functions and proper internal controls at all levels. All processes were found intact and evidence shows that the school is following its adopted financial and human resource policies. The financial statements of Democracy Prep were prepared on the accrual basis of accounting in accordance with Generally Accepted Accounting Principles (GAAP) acceptable in the United States of America.
 - According to the school's audited financial statements for year ended June 30, 2009, the school possessed assets totaling \$2,138,716 and total liabilities of \$808,291. All of the school's net assets totaling \$1,330,425 remain unrestricted for use purposes. Democracy Prep has over \$1.3 million dollars in liquid assets that could be converted to cash within a 90 day period. The school remains in good financial condition to meet its obligations.

What the school should improve:

- The school aims to prepare students for success in college, yet some of the key skills necessary for college success were not observed in classrooms.
 - While all students were generally on task throughout the school, few lessons observed required higher-order thinking skills or deep analysis of concepts.
 - Students were not given multi-step projects that required them to monitor their own learning or manage their time productively.
 - All class discussions took the form of the teacher asking questions and students responding. Students were not observed participating in discussion or responding directly to each other.
 - Students were not observed using technology in their learning.

Part 3: Charter School Goals

The Democracy Prep Charter School has sufficiently met the goals set forth in its charter agreement. Please see the below table of Charter Goals which is excerpted from the school's retrospective report and has been verified by the Charter Schools Office.

Democracy Prep Charter School

Goal	First Year	Second Year	Third Year
Absolute Did 50% of students who had been enrolled in the School for only 1 year score a 3 or 4 on the NYS ELA Exam?	38% No	57% Yes	68% Yes
Absolute Did 50% of students who had been enrolled in the School for only 1 year score a 3 or 4 on the NYS Math Exam?	63% Yes	75% Yes	87% Yes
Absolute Did 50% of students who had been enrolled in the School for only 1 year score a 3 or 4 on the NYS Science Exam?			74% Yes
Absolute Did 58% of students who had been enrolled in the School for only 2 years score a 3 or 4 on the NYS ELA Exam?		60% Yes	84% Yes
Absolute Did 58% of students who had been enrolled in the School for only 2 years score a 3 or 4 on the NYS Math Exam?		85% Yes	100% Yes
Absolute Did 58% of students who had been enrolled in the School for only 2 years score a 3 or 4 on the NYS Science Exam?			78% Yes
Absolute Did 66% of students who had been enrolled in the School for 3 years score a 3 or 4 on the NYS ELA Exam?			76% Yes
Absolute Did 66% of students who had been enrolled in the School for 3 years score a 3 or 4 on the NYS Math Exam?			97% Yes
Absolute Did 66% of students who had been enrolled in the School for 3 years score a 3 or 4 on the NYS Science Exam?			65% No

Goal	First Year	Second Year	Third Year
Comparative Did 6th Grade students exceed performance of CSD5 on NYS ELA Exam?	38% No	62% Yes	65% No
Comparative Did 6th Grade students exceed performance of CSD5 on NYS Math Exam?	63% Yes	71% Yes	78% Yes
Comparative Did 7th Grade students exceed performance of CSD5 on NYS ELA Exam?		63% Yes	75% Yes
Comparative Did 7th Grade students exceed performance of CSD5 on NYS Math Exam?		89% Yes	98% Yes
Comparative Did 8th Grade students exceed performance of CSD5 on NYS ELA Exam?			72% Yes
Comparative Did 8th Grade students exceed performance of CSD5 on NYS Math Exam?			96% Yes
Comparative Did 8th Grade students exceed performance of CSD5 on NYS Science Exam?			69% No CSD5 data available

Part 4: Charter School Performance Data

The Democracy Prep Charter School met its goals for student academic achievement as measured by New York State exams in English Language Arts and Math as demonstrated in the below chart of student achievement data.

These charts presents the percentage of students at the school scoring at or above grade level (performance level 3 or greater) on the New York State ELA and Math exams as well as a comparison to the percentage of students at or above grade level in District 5 and New York City.

Percent of Students Performing at or Above Grade Level – Whole School⁷

ELA				
	2007	2008	2009	2010
<i>DPCS</i>	36.2%	57.6%	69.8%	34.2%
<i>CSD 05</i>	38.9%	50.4%	61.9%	26.1%
<i>NYC</i>	47.5%	53.0%	66.1%	35.9%

Math				
	2007	2008	2009	2010
<i>DPCS</i>	62.1%	77.3%	89.4%	76.3%
<i>CSD 05</i>	52.2%	62.8%	73.2%	36.0%
<i>NYC</i>	58.7%	68.7%	77.2%	48.0%

Student Attendance Rate⁸

Student Attendance Rate	2006-2007	2007-2008	2008-2009	2009-2010
	95.0%	96.0%	95.0%	98.7%

⁷ Charter school, district and city test results taken from NYSED testing data:
<http://www.emsc.nysed.gov/irts/ela-math/>

⁸ Attendance rate taken from charter school annual reports.

Part 5: Background on the Charter Renewal Process

I. PROCESS BACKGROUND

A. Statutory Basis for Renewal

The Charter Schools Act of 1998 (“the Act”) authorizes the creation of charter schools to provide opportunities for teachers, parents, and community members to establish and maintain schools that operate independently of existing schools and school districts in order to accomplish the following objectives:

- Improve student learning and achievement;
- Increase learning opportunities for all students, with special emphasis on expanded learning experiences for students who are at-risk of academic failure;
- Provide parents and students with expanded choices in the types of educational opportunities that are available within the public school system;
- Create new professional opportunities for teachers, school administrators and other school personnel;
- Encourage the use of different and innovative teaching methods;
- Provide schools with a method to change from rule-based to performance based accountability systems by holding the schools accountable for meeting measurable student achievement results.⁹

When granted, a charter is valid for up to five years. For a school chartered under the Act to operate beyond the initial charter term, the school must seek and obtain renewal of its charter.¹⁰

A school seeking renewal of its charter must submit a renewal application to the charter entity to which the original charter application was submitted.¹¹ As one such charter entity, the New York City Department of Education (“NYCDOE”) institutes a renewal application process that adheres to the Act’s renewal standards:

- A report of the progress of the charter school in achieving the educational objectives set forth in its charter;
- A detailed financial statement that discloses the cost of administration, instruction and other spending categories for the charter school that will allow a comparison of such costs to other schools, both public and private;
- Copies of each of the annual reports of the charter school including the charter school report cards and certified financial statements;
- Indications of parent and student satisfaction.

Where the NYCDOE approves a renewal application, it is required under the Act to submit the application and a proposed charter to the Board of Regents for its review and approval.¹²

⁹ See § 2850 of the Charter Schools Act of 1998.

¹⁰ See §§ 2851(4) and 2852 of the Act.

¹¹ See generally §§ 2851(3) and 2851(4).

¹² § 2852(5)

B. NYCDOE's Charter Renewal Process

The expiration of charters and their renewal based on a compelling record of success is the linchpin of charter school accountability. The NYCDOE's processes and procedures reflect this philosophy and therefore meet the objectives of the Act.¹³

In the final year of its charter, a Chancellor-authorized charter school seeking renewal must demonstrate its success during the initial charter term and establish goals and objectives for the next charter term. Ultimately, the renewal process offers an opportunity for the school community to reflect on its experiences during its first term, to make a compelling, evidence-based case that it has earned the privilege of an additional charter term, and, if renewed, to build an ambitious plan for the future.

Consistent with the requirements of § 2851(4) of the Act, a school applying for renewal of its charter must use data and other credible evidence to prove its success, a case that can be organized into three questions:

1. Has your school been an academic success?
2. Has your school been a viable organization?
3. Has your school complied with applicable laws and regulations?

A school will answer these overarching questions by demonstrating that its students have made significant academic progress and that the school has met the goals and objectives pledged in its initial charter. In addition, the school will describe challenges it has faced during its charter term, the strategies that were used to address those challenges, and the lessons learned.

This report contains the findings and recommendations of the NYCDOE regarding a school's application for charter renewal. This report is based on a cumulative record of the school's progress during its charter term, including but not limited to oversight visits, annual reports, and formal correspondence between the school and its authorizing entities, all of which are conducted in order to identify areas of weakness and to help the school to address them. Additionally, the NYCDOE incorporates into this report its findings from the renewal application process, which includes a written application, completion of student achievement data templates, and a school visit by the Office of Charter Schools of the NYCDOE ("NYCDOE-CSO").

The NYCDOE-CSO then prepares a draft report and provides a copy to the school for its review and comment. The draft contains the findings, discussion, and the evidence base for those findings. Upon receiving a school's comment, the NYCDOE-CSO reviews its draft, makes any appropriate changes, and reviews the amended findings to make a recommendation to the Chancellor. The Chancellor's final decision, and the findings on which that decision is based, is submitted to the Board of Regents for a final decision.

¹³ The NYCDOE charter renewal application is available on the Office of Charter Schools website at <http://www.nycenet.edu/OurSchools/Region84/Creation/default.htm>.

Part 6: Framing Questions and Key Benchmarks

I. FRAMING QUESTIONS:

Throughout the Renewal Process and the life of each school's charter, the NYCDOE Charter Schools Office uses the following framing questions to monitor Charter School success:

1. Has the School Been an Academic Success?
2. Has the School Been a Viable Organization?
3. Has the School Been in Compliance with All Applicable Laws and Regulations?

II. RENEWAL BENCHMARKS:

Benchmark 1: Performance and Progress

An academically successful school can demonstrate outstanding student performance outcomes according to the following statistical analyses:

1. Absolute
2. Comparative
3. Value-Added / Progress
4. NCLB

Benchmark 2: Rigorous Instructional Program Strong School Environment

In addition to outstanding student performance outcomes, a school that is an academic success has the following characteristics:

- Rigorous Instructional Program that includes:
 - Clearly-defined essential knowledge and skills that students are expected to learn, and that are aligned with state standards
 - Curriculum that is organized coherently across subjects and grades, and reflects the school's mission and goals
 - Academic expectations that adults in the school clearly and consistently communicate to students
 - Classroom lessons with clear goals aligned with the curriculum
 - Classroom practices that reflect competent instructional strategies
 - Assessments and data that the school systematically generates and uses to improve instructional effectiveness and student learning, and that has led to increased student performance
 - Formal and successful strategies to identify and meet the needs of students at-risk of academic failure, students not making acceptable progress towards achieving school goals, students who are ELL, and special education students
- A School Environment that Promotes Successful Teaching and Learning that includes:
 - An environment where students and staff feel safe and secure
 - Behavioral and cultural expectations that adults in the school clearly and consistently communicate to students
 - Clear policies and strategies to address student behaviors to promote learning—those behaviors that are both appropriate and inappropriate
 - Documented discipline policies and procedures for general and special education students that the school enforces fairly and consistently with appropriate due process
 - A professional culture focused on teaching and learning, with a qualified and competent teaching staff
 - Professional development activities at or sponsored by the school that are aligned with the mission and goals of the school, support the instructional program, meet student needs, and result in increased student achievement
 - A system for ongoing teacher evaluation and improvement that builds the school's capacity to reach its academic goals, with effective strategies to assist inexperienced or struggling teachers

Benchmark 3: Non-Academic Performance

A school that is organizationally viable can demonstrate outstanding non-academic performance outcomes according to the following statistical analyses:

- Absolute
- Comparative
- Value-Added

Benchmark 4: Governance and Internal Controls

In addition to outstanding non-academic performance outcomes, a school that is a viable organization has the following characteristics:

- Effective School Governance that includes:
 - A clear and common understanding of the school's mission, priorities, and challenges among all members of the board of trustees and school leadership, as evidenced by the strategies and resources used to further the academic and organizational success of the school
 - An evidenced commitment to serving a student population that reflects the full range of students throughout the city.
 - Policies, systems, and processes that facilitate effective governance of the school and that are followed consistently
 - Meaningful opportunities for staff and parents to become involved in school governance
 - Avenues of communication from the board of trustees to other members of the school community and vice-versa
 - Communication between the school leadership and school staff that facilitates coordinated actions and messages toward other members of the school community
 - Processes to address parent, staff, community, and student concerns appropriately and in a timely manner
 - Annual evaluations of the school leadership, based on clearly-defined goals and measurements
 - A board of trustees with a diversity of opinions and perspectives that promotes a healthy and vigorous dialogue of ideas
 - A process for board development to build its capacity to oversee the school's operations and to ensure the school's continued progress
 - A conflict of interest policy and code of ethics that are followed consistently
 - Activities that are in substantial compliance with the Open Meetings Law and Public Officers Law
 - An active and ongoing relationship with independent legal counsel that reviews relevant documents, policies, and incidents, and makes recommendations as needed

Benchmark 5: Sound Financial Controls

In addition to outstanding non-academic performance outcomes, a school that is a viable organization has the following characteristics:

- Healthy and Sound Financial Practices that include:
 - A long range financial plan that guides school operations
 - Realistic budgets that are monitored and adjusted when appropriate
 - Effective oversight, and financial decisions that further and reflect the school's mission, program, and goals
 - Internal controls and procedures that are followed consistently and that result in prudent resource management
 - Capacity to correct any deficiencies or audit findings
 - Financial records that are kept according to GAAP
 - Adequate financial resources to ensure stable operations
 - Processes that maintain and successfully manage the school's cash flow
 - Non-variable income streams that support critical financial needs

Benchmark 6: Parent and Student Satisfaction

A school that is a viable organization has the following characteristics:

Parent and Student Satisfaction, demonstrated by survey results as well as other valid and reliable measures.

Benchmark 7: Sufficient Facilities and Physical Conditions

In addition to outstanding non-academic performance outcomes, a school that is a viable organization has sufficient facilities and physical conditions conducive to the school implementing its program and meeting its goals.

Benchmark 8: Sufficient Reporting

A school that is in compliance with applicable laws and regulations has the following characteristics:

- Sufficient Reporting that includes
 - Annual reports and financial reports submitted completely and by deadline
 - Responses to DOE's or SED's requests for information or for changes to school operations (in accordance with legal requirements) in a timely manner

Benchmark 9: Appropriate Admissions Policy

A school that is in compliance with applicable laws and regulations has the following characteristics:

- An Appropriate Admissions Policy that includes
 - Opportunities for all interested parents to submit a complete application for enrollment
 - A random selection process that is conducted fairly, and when a wait list is generated, it is used appropriately to ensure a fair admissions process

Benchmark 10: Compliance with All Applicable Laws and Regulations

A school that is in compliance with applicable laws and regulations has the following characteristics:

- A Record of Substantial Compliance with:
 - Applicable health laws and regulations
 - Title I regulations
 - IDEA regulations to meet the needs of special education students

Part 7: NYC DOE School Progress Reports



Progress Report

2009-10

MIDDLE

Progress Report Grade

A

What does this grade mean?

Schools are assigned letter grades based on their overall Progress Report score. Monetary bonuses may be given to principals and teachers at high-scoring schools. Schools that get Ds and Fs, or 3 Cs in a row, may face consequences, including change in school leadership or school closure.

How did this school perform?

- This school's overall score for 2009-10 is 88.9
- This school did better than 100% of all Middle schools citywide.

This Progress Report is for:

SCHOOL	Democracy Prep Charter School (84M350)
SCHOOL LEADER	Seth Andrew
ENROLLMENT	326
SCHOOL TYPE	MIDDLE
PEER INDEX	2.71

Category	Calculated Score	Category Grade
School Environment	14.3 out of 15	A
Student Performance	13.5 out of 25	B
Student Progress	55.8 out of 60	A
Additional Credit	5.3 (15 max)	
Overall Score	88.9 out of 100	A

How scores translate to grades:

- Schools receive letter grades based on their overall score.
- Schools with an overall score of 62.1 or higher receive a letter grade of A
- 25.1% of schools earned an A in 2009-10

Middle Table – Overall Grades

Grade	Score range	City summary
A	62.1 or higher	25.1% of schools
B	42.6 - 62.0	35.1% of schools
C	30.6 - 42.5	34.2% of schools
D	18.6 - 30.5	5% of schools
F	18.4 or lower	0.6% of schools

In light of changes in State tests and Progress Report methodology, schools cannot drop more than two letter grades from last year to this year. Further, schools with top quartile performance in ELA and Math cannot receive a grade lower than C.

In This Report:

Each school's Progress Report (1) measures student year-to-year progress, (2) compares the school to peer schools and (3) rewards success in moving all children forward, especially children with the greatest needs. The Progress Report measures four areas:

School Environment

uses parent, teacher and secondary student surveys and other data to measure necessary conditions for learning: attendance, academic expectations, communication, engagement and safety and respect.

Student Performance

measures student skill levels in English Language Arts and Math.

Student Progress

measures median student improvement from last year to this year in English Language Arts and Math.

Closing the Achievement Gap

gives schools additional credit for exemplary gains among high-need students.

The second page provides specific information about how

Quality Review Score

This school has not received a Quality Review.

State Accountability Status

Based on its performance, this school's State accountability status is:

In Good Standing (2009-10)

This status is determined by the New York State Department of Education under the No Child Left Behind (NCLB) Act. It is separate from the school's Progress Report Grade.

Additional Information

Closing the Achievement Gap

Schools earn additional credit when their high-need students make exemplary gains. These gains are based on the percentage of high-need students who are in the 75th growth percentile or higher in English Language Arts or Math. Schools can also earn additional credit when their students with disabilities meet the goal of proficiency in English Language Arts or Math.

This component can only improve a school's Progress Report score. It cannot lower a school's score.

Credit	Exemplary Proficiency Gains	Student Group
Percent at Proficiency		
-		Self-Contained (ELA)
-		CTT (ELA)
-		SETSS (ELA)
-		Self-Contained (Math)
-		CTT (Math)
-		SETSS (Math)
Percent at 75th Growth Percentile or Higher		
	50.0%	English Language Learners (ELA)
+0.75	57.0%	Lowest Third Citywide (ELA)
	38.1%	Self-Contained/CTT/SETSS (ELA)
+1.5	77.8%	English Language Learners (Math)
+1.5	84.3%	Lowest Third Citywide (Math)
+1.5	80.0%	Self-Contained/CTT/SETSS (Math)

(-) indicates less than 10 students in this category

Peer Schools

Each school's performance is compared to the performance of schools in its peer group. Peer schools are those New York City public schools with a student population most like this school's population. Each school has up to 40 peer schools.

For Elementary and K-8 Schools, peer schools are determined based on the percentage of students at each school that are English Language Learners, students with disabilities, Black/Hispanic students and Title I eligible students. For Middle Schools, peer schools are determined based on the average ELA and Math proficiency levels of the school's students before they entered Middle School, and the school's percentage of students with disabilities.

The peer schools for Democracy Prep Charter School are:

DBN	School Name	DBN	School Name
10X343	West Bronx Academy for the Future	16K393	Frederick Douglass Academy IV Secondary School
32K349	I.S. 348 Math, Science & Tech.	17K531	School for Human Rights, The
08X448	SOUNDVIEW ACADEMY FOR CULTURE AND SCHOLARSHIP	I.S. 061 William A Morris	
19K252	J.H.S. 292 Margaret G. Douglas	13K592	Khalil Gibran International Academy
12X316	Kappa III	01M345	Collaborative Academy of Science, Technology, & Language-
08X131	J.H.S. 131 Albert Einstein	11X180	M.S. 180 Dr. Daniel Hale Williams
30Q204	I.S. 204 Oliver W. Holmes	11X270	Academy for Scholarship and Entrepreneurship: A College Bo
08X376	Antonia Pantaja Preparatory Academy, A College Board Sc	84M336	Klop Infinity Charter School
11X272	Globe School for Environmental Research	11X127	J.H.S. 127 The Castle Hill
32K256	J.H.S. 296 The Halkey School	19K302	J.H.S. 302 Rafael Cordeiro
08X371	Urban Institute of Mathematics	29Q072	Catherine & Count Basie Middle School 72
12X242	Mott Hall V	24Q077	I.S. 077
11X468	PELHAM ACADEMY OF ACADEMICS AND COMMUNITY	09X327	Comprehensive Model School Project M.S. 327
23K644	Eagle Academy for Young Men II	10X045	Thomas C. Giordano Middle School 45
10X368	In-Tech Academy (M.S. / High School 368)	31R002	I.S. R002 George L. Egbert
31R051	I.S. 051 Edwin Markham	31R027	I.S. 027 Arning S. Prall
11X462	CORNERSTONE ACADEMY FOR SOCIAL ACTION MIDD	84M726	KIPP S.T.A.R. College Preparatory
06M293	City College Academy of the Arts	84K710	Brownville Collegiate Charter School
17K533	School for Democracy and Leadership	06M528	I.S. 528 Bee Fuller Rodgers School
09X241	Urban Assembly School for Applied Math and Science, The	29Q059	I.S. 059 Springfield Gardens
84M350	Democracy Prep Charter School		

The Progress Report is a key component of Mayor Michael R. Bloomberg's and Chancellor Joel I. Klein's Children First reforms. The Progress Report is designed to assist administrators, principals and teachers in accelerating the learning of all students. The Progress Report also enables students, parents and the public to hold the NYC Department of Education and its schools accountable for student achievement and improvement and for ensuring a high quality education for every student in NYC's public schools. If you have any questions or comments about the Progress Report, please visit <http://schools.nyc.gov/Accountability/tools/report/default.htm>, or send us an email at pr_support@schools.nyc.gov

Results by Category

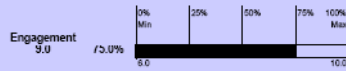
SCHOOL Democracy Prep Charter School (84M350)
SCHOOL LEADER Seth Andrew

MIDDLE

HOW TO INTERPRET THIS CHART

A school is evaluated by asking how far its score in each category has moved along the range of scores for all schools. These charts show that movement as a percentage. In the example to the right, the school's score is 70% of the way from the lowest to the highest score in the City.

If a school performs at the top end of the range, the bar will be fully shaded. If a school performs at the low end of the range, the bar will not be shaded. If a school performs in the middle of the range, half the bar will be shaded.



In this example, the school's engagement score is 9.0. This is 75% of the way from the lowest engagement at any school (8.0) to the highest engagement (10.0).

Below, the green charts on the left compare the school to its peer group. The blue charts on the right compare the school to schools Citywide. Peer scores count three times as much as City scores. Peer and City ranges are based on the outcomes of schools from 2008-09 and 2009-10.

School Environment

Comprises 15% of the Overall Score

This Year's Score: 14.3 out of 15	Survey Scores (10 points)	Your School's Score	Your School Relative to Peer Horizon:					Your School Relative to City Horizon:					Number of students		
			0% Peer Min	25%	50%	75%	100% Peer Max	0% City Min	25%	50%	75%	100% City Max			
A	Academic Expectations:	8.5	87.0%						87.0%						
	Communication:	7.6	84.0%						84.0%						
	Engagement:	7.8	82.6%						80.0%						
	Safety and Respect:	8.2	82.8%						81.5%						
	Attendance (5 points)	98.7%	122.4%						103.5%						

Student Performance

Comprises 25% of the Overall Score

This Year's Score: 13.5 out of 25	English Language Arts	Your School's Score	Your School Relative to Peer Horizon:					Your School Relative to City Horizon:					Number of students		
			0% Peer Min	25%	50%	75%	100% Peer Max	0% City Min	25%	50%	75%	100% City Max			
B	Percentage of Students at Proficiency (Level 3 or 4):	34.2%	34.4%						35.3%						310
	Median Student Proficiency (1.00-4.50):	2.81	46.8%						45.1%						310
	Mathematics														
	Percentage of Students at Proficiency (Level 3 or 4):	76.3%	71.4%						70.5%						310
	Median Student Proficiency (1.00-4.50):	3.34	65.8%						58.3%						310

Student Progress

Comprises 60% of the Overall Score

This Year's Score: 55.8 out of 60	English Language Arts	Your School's Score	Your School Relative to Peer Horizon:					Your School Relative to City Horizon:					Number of students		
			0% Peer Min	25%	50%	75%	100% Peer Max	0% City Min	25%	50%	75%	100% City Max			
A	Median Growth Percentile	72.0	68.6%						62.4%						274
	Median Growth Percentile for School's Lowest Third	82.5	79.2%						70.2%						94
	Mathematics														
	Median Growth Percentile	90.0	111.5%						106.1%						274
	Median Growth Percentile for School's Lowest Third	94.0	119.0%						114.0%						94



Progress Report Grade

A

What does this grade mean?

Schools are assigned letter grades based on their overall Progress Report score. Schools that get As and Bs are eligible for rewards. Schools that get Ds and Fs, or 3 Cs in a row, face consequences, including change in school leadership or school closure.

How did this school perform?

- This school's overall score for 2008-09 is 99.8
- This score places the School in the 95 percentile of all Middle schools Citywide—i.e., 95 percent of those schools scored lower than this school

This Progress Report is for:

SCHOOL	Democracy Prep Charter School (84M360)
SCHOOL LEADER	Beth Andrew
ENROLLMENT	325
SCHOOL TYPE	MIDDLE
PEER INDEX	3.82

Category	Calculated Score	Category Grade
School Environment	15.0 out of 15	A
Student Performance	25.0 out of 25	A
Student Progress	52.3 out of 80	A
Additional Credit	7.5 (15 max)	
Overall Score	99.8 out of 100	A

How scores translate to grades:

- Schools receive letter grades based on their overall score
- Schools with an overall score between 68.0-100 receive a letter grade of A
- 78% of schools earned an A in 2008-09

Middle School Table – Overall Grades

Grade	Score range	City summary
A	68.0-100	77.6% of schools
B	54-67.9	18.5% of schools
C	43.0-53.9	3.0% of schools
D	33.0-42.9	0.9% of schools
F	0-32.9	0% of schools

In This Report:

Each school's Progress Report (1) measures student year-to-year progress, (2) compares the school to peer schools and (3) rewards success in moving all children forward, especially children with the greatest needs. The Progress Report measures four areas:

School Environment

uses parent, teacher and secondary student surveys and other data to measure necessary conditions for learning: attendance, academic expectations, communication, engagement and safety and respect.

Student Performance

measures student skill levels in English Language Arts and Math.

Student Progress

measures average student improvement from last year to this year in English Language Arts and Math.

Closing the Achievement Gap

gives schools additional credit for exemplary gains among high-need students.

The back page provides specific information about how the school performed in each of these areas.

Quality Review Score

This school did not receive a Quality Review in 2008-09.

State Accountability Status

Based on its 2008-09 performance, this school is:

In Good Standing

This status is determined by the New York State Department of Education under the No Child Left Behind (NCLB) Act. It is separate from the school's Progress Report Grade.

Additional Information

Closing the Achievement Gap

Schools earn additional credit when their high-need students make exemplary gains. These gains are based on the percentage of high-need students who improve by at least one-half of a proficiency level in English Language Arts or Math (e.g., student improves from 2.25 to 2.75 in ELA, or 3.20 to 3.70 in Math).

This component can only improve a school's Progress Report grade. It cannot lower a school's grade.

Credit	Exemplary Proficiency Gains	Student Group
		English Language Arts
	6.7%	English Language Learners
	27.8%	Special Education Students
+0.75	26.3%	Hispanic Students in the Lowest Third Citywide
+1.5	34.1%	Black Students in the Lowest Third Citywide
	-	Other Students in the Lowest Third Citywide
		Mathematics
+0.75	33.3%	English Language Learners
+1.5	44.4%	Special Education Students
+1.5	57.9%	Hispanic Students in the Lowest Third Citywide
+1.5	50.0%	Black Students in the Lowest Third Citywide
	-	Other Students in the Lowest Third Citywide

(-) Indicates less than 15 students in this category

Peer Schools

Each school's performance is compared to the performance of schools in its peer group. Peer schools are those New York City public schools with a student population most like this school's population. Each school has up to 40 peer schools.

For Elementary and K-8 Schools, peer schools are determined based on the percentage of students at each school that are English Language Learners, Special Education, Black/Hispanic and Title I eligible.

For Middle Schools, peer schools are determined based on the average ELA and Math proficiency levels of the school's students before they entered Middle School.

The peer schools for Democracy Prep Charter School are:

DBN	School Name	DBN	School Name
06M528	I.S. 528 Bea Fuller Rodgers School	19K313	Satellite West Middle School
17K555	School for Democracy and Leadership	09M258	M.S. 258 Community Action School
09M860	Frederick Douglass Academy II Secondary School	19K302	J.H.S. 302 Rafael Cardem
19K301	Satellite East Middle School	29C231	I.S. 231 Magnetech 2000
12K273	Frederick Douglass Academy V, Middle School	15K407	School for International Studies
84K508	Achievement First Endeavor Charter School	32K162	J.H.S. 162 The Wiloughby
22K014	J.H.S. 014 Shell Bank	15K592	Khalil Gibran International Academy
08K375	The Bronx Mathematics Preparatory School	20K062	J.H.S. 062 Dilmas
09M250	M.S. 250 West Side Collaborative Middle School	11K287	The Forward School
31R049	I.S. 49 Berta A. Dreyfus	32K296	J.H.S. 296 The Halsey
11K272	Globe School for Environmental Research	14K126	John Ericsson Middle School 126
28K209	J.H.S. 008 Richard S. Grossley	05M105	I.S. 105 Roberto Clemente
15K429	Brooklyn School for Global Studies	11K144	J.H.S. 144 Michelangelo
08M052	J.H.S. 052 Inwood	01M501	Technology Arts and Sciences Studio
07K162	J.H.S. 162 Lola Rodriguez De Tio	01M450	East Side Community High School
08M269	City College Academy of the Arts	17K531	School for Human Rights The
24Q061	I.S. 061 Leonardo Da Vinci	04M835	Academy of Environmental Science Secondary High School
19K292	J.H.S. 292 Margaret S. Douglas	01M292	Henry Street School for International Studies
07K225	M.S. 225 The Laboratory School of Finance and Technology	32K349	I.S. 349 Math Science & Tech.
08K371	Urban Institute of Mathematics	08M548	Washington Heights Expeditionary Learning School

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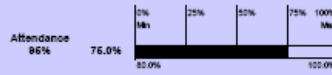
Results by Category

SCHOOL: Democracy Prep Charter School
SCHOOL LEADER: Seth Andrew

HOW TO INTERPRET THIS CHART

A school is evaluated by asking how far its score in each category has moved along the range of scores for all schools. These charts show that movement as a percentage. In the example to the right, the school's score is 75% of the way from the lowest to the highest score in the City.

If a school performs at the top end of the range, the bar will be fully shaded. If a school performs at the low end of the range, the bar will not be shaded. If a school performs in the middle of the range, half the bar will be shaded.



In this example, the school's attendance is 95%. This is 75% of the way from the lowest attendance at any school (80%) to the highest attendance (100%).

Below, the green charts on the left compare the school to its peer group. The blue charts on the right compare the school to schools Citywide. Peer scores count three times as much as City scores. Peer and City ranges are based on the outcomes of schools from 2005-08.

School Environment

Comprises 15% of the Overall Score

This Year's Score: **15 out of 15**

A

Your School's Score	Your School Relative to Peer Horizon:	Your School Relative to City Horizon:	Number of students
Survey Score (10 points)			
Academic Expectations: 8.9	119.8%	114.8%	
Communication: 8.2	117.8%	123.1%	
Engagement: 8.4	116.1%	116.7%	
Safety and Respect: 8.8	108.8%	109.1%	
Attendance (5 points): 95.7%	102.0%	83.2%	

Student Performance

Comprises 25% of the Overall Score

This Year's Score: **25 out of 25**

A

Your School's Score	Your School Relative to Peer Horizon:	Your School Relative to City Horizon:	Number of students
English Language Arts			
Percentage of Students at Proficiency (Level 3 or 4): 69.8%	188.8%	78.7%	321
Median Student Proficiency (1.00-4.50): 3.13	108.8%	89.3%	321
Mathematic			
Percentage of Students at Proficiency (Level 3 or 4): 69.4%	118.0%	88.4%	320
Median Student Proficiency (1.00-4.50): 3.46	102.7%	78.3%	320

Student Progress

Comprises 60% of the Overall Score

This Year's Score: **52.3 out of 69**

A

Your School's Score	Your School Relative to Peer Horizon:	Your School Relative to City Horizon:	Number of students
English Language Arts			
Percentage of Students Making at Least 1 Year of Progress: 68.5%	90.6%	90.6%	336
Percentage of Students in School's Lowest 1/3 Students Making at Least 1 Year of Progress: 85.8%	78.4%	78.4%	106
Average Change in Student Proficiency for Level 1 and Level 2 Students: 0.28	86.7%	70.0%	131
Average Change in Student Proficiency for Level 3 and Level 4 Students: 0.01	112.6%	96.8%	204
Mathematic			
Percentage of Students Making at Least 1 Year of Progress: 68.8%	77.0%	71.2%	333
Percentage of Students in School's Lowest 1/3 Students Making at Least 1 Year of Progress: 85.1%	96.6%	98.7%	101
Average Change in Student Proficiency for Level 1 and Level 2 Students: 0.50	98.0%	89.6%	75
Average Change in Student Proficiency for Level 3 and Level 4 Students: 0.05	78.8%	76.6%	254



This Progress Report is for:

SCHOOL	Democracy Prep Charter School (84M350)
SCHOOL LEADER	Seth Andrew
ENROLLMENT	197
SCHOOL TYPE	MIDDLE SCHOOL
PEER INDEX	3.02

Progress Report Grade

A

What does this grade mean?

Schools are assigned letter grades based on their overall Progress Report score. Schools that get As and Bs are eligible for rewards. Schools that get Ds and Fs, or 3 Cs in a row, face consequences, including change in school leadership or school closure.

How did this school perform?

- This school's overall score for 2007-08 is 91.7
- This score places the School in the 98 percentile of all middle schools Citywide--i.e., 98 percent of those schools scored lower than this school
- This school did not have a 2008 target because it did not receive a grade last year

Category	Calculated Score	Category Grade
School Environment	14.7 out of 15	A
Student Performance	22.2 out of 25	A
Student Progress	51.8 out of 60	A
Additional Credit	3.0 (15 max)	
Overall Score	91.7 out of 100	A

How scores translate to grades:

- Schools receive letter grades based on their overall score
- Schools with an overall score between 65.9-108 receive a letter grade of A
- 30% of schools earned an A in 2007-08

Middle School Table - Overall Grades

Grade	Score range	City summary
A	65.9-108	30% of schools
B	49.7-65.8	45% of schools
C	39-49.6	16% of schools
D	29.4-38.9	7% of schools
F	11.1-29.4	2% of schools

In This Report:

Each school's Progress Report (1) measures student year-to-year progress, (2) compares the school to peer schools and (3) rewards success in moving all children forward, especially children with the greatest needs. The Progress Report measures four areas:

School Environment

uses parent, teacher and secondary student surveys and other data to measure necessary conditions for learning: attendance, academic expectations, communication, engagement and safety and respect.

Student Performance

measures student skill levels in English Language Arts and Math.

Student Progress

measures average student improvement from last year to this year in English Language Arts and Math.

Closing the Achievement Gap

gives schools additional credit for exemplary gains among high-need students.

The back page provides specific information about how the school performed in each of these areas.

Quality Review Score

This school did not receive a Quality Review in 2007-08.

State Accountability Status

This school does not have a State accountability status for 2008-07.

Additional Information

Closing the Achievement Gap

Schools earn additional credit when their high-need students make exemplary gains. These gains are based on the percentage of high-need students who improve by at least one-half of a proficiency level in English Language Arts or Math (e.g., student improves from 2.25 to 2.75 in ELA, or 3.20 to 3.70 in Math). Schools earn additional credit for any one of the five high-need categories of students if the percentage of students in that category who achieve exemplary gains is in the top 40% of all schools citywide.

This component can only improve a school's Progress Report grade. It cannot lower a school's grade.

Credit	Exemplary Proficiency Gains	Student Group
English Language Arts		
+1.5	33.3%	English Language Learners
-	-	Special Education Students
	22.6%	Hispanic Students in the Lowest Third Citywide
	17.0%	Black Students in the Lowest Third Citywide
-	-	Other Students in the Lowest Third Citywide
Mathematics		
	13.3%	English Language Learners
	20.0%	Special Education Students
	33.3%	Hispanic Students in the Lowest Third Citywide
+1.5	52.0%	Black Students in the Lowest Third Citywide
-	-	Other Students in the Lowest Third Citywide

(-) indicates less than 10 students in this category

Peer Schools

Each school's performance is compared to the performance of schools in its peer group. Peer schools are those New York City public schools with a student population most like this school's population. Each school has up to 40 peer schools.

For Elementary and K-8 Schools, peer schools are determined based on the percentage of students at each school that are English Language Learners, Special Education, Black/Hispanic and Title I eligible.

For Middle Schools, peer schools are determined based on the average ELA and Math proficiency levels of the school's students before they entered Middle School.

The peer schools for Democracy Prep Charter School are:

DBN	School Name	DBN	School Name
06M528	LS 528 Bea Fuller Rodgers School	13K313	Satellite West Middle School
17K533	School for Democracy and Leadership	03M258	M.S. 258 Community Action School
03M860	Frederick Douglass Academy II Secondary School	19K302	J.H.S. 302 Rafael Cordero
13K301	Satellite East Middle School	29Q231	I.S. 231 Magnetech 2000
12K273	Frederick Douglass Academy V, Middle School	15K497	School for International Studies
84K508	Achievement First Endeavor Charter School	32K162	J.H.S. 162 The Willoughby
22K014	J.H.S. 014 Shell Bank	15K592	Khalil Gibran International Academy
06K375	The Bronx Mathematics Preparatory School	20K062	J.H.S. 062 Dittmas
03M260	M.S. 260 West Side Collaborative Middle School	11K287	The Forward School
31R049	I.S. 49 Berta A. Dryfus	32K296	J.H.S. 296 The Halsey
11X272	Globe School for Environmental Research	14K126	John Eriksson Middle School 126
28Q008	J.H.S. 008 Richard S. Groszky	05M195	I.S. 195 Roberto Clemente
15K429	Brooklyn School for Global Studies	11X144	J.H.S. 144 Michelangelo
06M052	J.H.S. 052 Inwood	01M301	Technology Arts and Sciences Studio
07X162	J.H.S. 162 Lola Rodriguez De Tilo	01M450	East Side Community High School
06M293	City College Academy of the Arts	17K531	School for Human Rights The
24Q061	I.S. 061 Leonardo Da Vinci	04M635	Academy of Environmental Science Secondary High School
19Q292	J.H.S. 292 Margaret S. Douglas	01M292	Henry Street School for International Studies
07X223	M.S. 223 The Laboratory School of Finance and Technol	1S. 349	Math Science & Tech.
06X371	Urban Institute of Mathematics	06M348	Washington Heights Expeditionary Learning School

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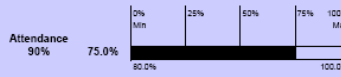
Results by Category

SCHOOL: Democracy Prep Charter School
SCHOOL LEADER: Seth Andrew

HOW TO INTERPRET THIS CHART

A school is evaluated by asking how far its score in each category has moved along the range of scores for all schools. These charts show that movement as a percentage. In the example to the right, the school's score is 75% of the way from the lowest to the highest score in the City.

If a school performs at the top end of the range, the bar will be fully shaded. If a school performs at the low end of the range, the bar will not be shaded. If a school performs in the middle of the range, half the bar will be shaded.



In this example, the school's attendance is 90%. This is 75% of the way from the lowest attendance at any school (80%) to the highest attendance (100%).

Below, the green charts on the left compare the school to its peer group. The blue charts on the right compare the school to schools Citywide. Peer scores count three times as much as City scores. Peer and City ranges are based on the outcomes of schools from 2005-08.

School Environment

Comprises 15% of the Overall Score

This Year's Score:
0.98 x 15 = 14.7

A

Survey Scores (10 points)

Academic Expectations:

Communication:

Engagement:

Safety and Respect:

Attendance (5 points)

Your School's Score	0% Peer Min	25%	50%	75%	100% Peer Max	0% City Min	25%	50%	75%	100% City Max	Number of students
8.6	103.4%	5.6	6.6	103.7%	5.8	8.5	210				
8.0	110.7%	4.9	7.7	115.4%	6.0	7.6	210				
7.7	93.5%	4.8	7.3	93.3%	4.9	7.3	207				
8.3	94.4%	4.9	6.6	93.9%	6.2	8.5	207				
95.2%	97.0%	66.6%	66.6%	79.4%	64.8%	97.8%					

Student Performance

Comprises 25% of the Overall Score

This Year's Score:
0.887 x 25 = 22.2

A

English Language Arts

Percentage of Students at Proficiency (Level 3 or 4):

Median Student Proficiency (1.00-4.50):

Mathematics

Percentage of Students at Proficiency (Level 3 or 4):

Median Student Proficiency (1.00-4.50):

Your School's Score	0% Peer Min	25%	50%	75%	100% Peer Max	0% City Min	25%	50%	75%	100% City Max	Number of students
57.6%	105.2%	16.8%	55.6%	64.4%	2.6%	88.0%	210				
3.04	88.5%	2.80	3.11	61.4%	2.34	3.48	210				
77.3%	99.1%	14.1%	77.9%	75.2%	6.6%	100.0%	207				
3.33	91.2%	2.30	3.43	66.3%	2.09	3.96	207				

Student Progress

Comprises 60% of the Overall Score

This Year's Score:
0.863 x 60 = 51.8

A

English Language Arts

Percentage of Students Making at Least 1 Year of Progress

Percentage of Students in School's Lowest 1/3 Students Making at Least 1 Year of Progress

Average Change in Student Proficiency for Level 1 and Level 2 Students

Average Change in Student Proficiency for Level 3 and Level 4 Students

Mathematics

Percentage of Students Making at Least 1 Year of Progress

Percentage of Students in School's Lowest 1/3 Students Making at Least 1 Year of Progress

Average Change in Student Proficiency for Level 1 and Level 2 Students

Average Change in Student Proficiency for Level 3 and Level 4 Students

Your School's Score	0% Peer Min	25%	50%	75%	100% Peer Max	0% City Min	25%	50%	75%	100% City Max	Number of students
71.8%	103.0%	44.7%	71.0%	101.3%	41.2%	71.4%	198				
88.5%	83.1%	63.4%	93.2%	84.9%	61.5%	93.3%	61				
0.25	71.4%	0.10	0.31	60.0%	0.07	0.37	117				
(0.03)	95.8%	(0.26)	(0.02)	82.8%	(0.27)	0.02	81				
74.2%	89.0%	33.9%	79.2%	82.7%	35.5%	92.3%	198				
88.1%	93.4%	44.2%	91.2%	96.5%	44.5%	89.7%	59				
0.44	86.3%	0.00	0.81	78.9%	(0.01)	0.88	78				
0.08	82.7%	(0.39)	0.17	79.6%	(0.31)	0.18	122				